



West Hancock Community Schools

“Empowering all students to thrive in an ever-changing world”

Return to Learn Plan Including Alternatives

Leadership

Leadership team- Supt., principals, buildings and grounds director, nurse(Kim), TLC leadership from across district(Kristi, Melinda, Ethan, Kym), curriculum directors, board member, spec ed rep(Ethan), counselor (Matt)

Meetings took place on Monday, June 1 and Wednesday, June 3. Presented to the board of education on the 15th of June.

Currently established communication channels will be used along with those established for school closure from March 17- now.

The PK-12 teaching staff will be receiving Formative Assessment instruction from the CRAEA school improvement consultant. TLC will be the main source of support of PD - formative assessment and online instruction.

Continuous evaluation of the Return to Learn plan will be completed by the district leadership team and may lead to realignment of resources and supports.

All families should have access to the internet and a device to use in case we go back to online learning.

Each classroom should have a device to livestream their classes and also one for the teacher to do their work.

Communication as needed using avenues already established including, but not limited to, Hancock County Emergency Management and Iowa Department of Public Health.

Infrastructure

Use technology in place and bolster as needed. Additional staff computer, external microphones

If a special education student stays home/online, due to being in a required learning environment, all SDI work, progress monitoring and goal work would continue per the terms of the IEP. IEPs may need modification in certain circumstances based on what is available to the student at home. This would equally be applied to students in other special populations (i.e. ELL, 504, TAG, etc.)

Students staying home, for COVID-19 reasons, can utilize curbside lunch pick-up similar to the “summer” program we did during the closure. The exception being that meals would be charged as if the student were on campus

In early August, K -6 summer school will be offered in the areas of literacy and math to address learning loss during the school closure. While we were using the voluntary model, due to our high participation rates, we are providing students in 7 - 12 the opportunity to address learning gaps to still receive credit when they return in the fall.

No calendar changes other than we will adjust the early out schedule for staff professional development this year. TLC will organize voluntary professional development options to be held in early August, to help teachers refresh, train, and prepare for teaching in a required educational COVID-19 environment.

If the state allows, we would explore and most likely implement continuous learning for days in which the school would be closed for reasons that are weather, health, public safety, etc. related.

The school board will stay informed, and involved in the decision making process.

Prior to any online learning situations we will address attendance and etiquette protocols for all students and staff to participate in a fair and equitable environment. This will most likely include both synchronous and asynchronous opportunities.

Professional learning supports for various digital tools in an online environment were provided during the spring closure. All staff were expected to finish the teaching online course prior to June 30th. Opportunities for new staff to complete that course or other similar courses will be found through the AEA. TLC will provide ongoing support and professional learning for online instruction. With a very successful run this spring we think we are well situated to go back and forth between online and face to face instruction.

Face to face instruction will take place with as many mitigations that are possible within our district to still be able to provide a good education in a safe environment. The same would go for transportation of students to and from school/ events.

Health and Safety

Staff and students- Facemasks will be encouraged if the CDC is still doing so. They will be available for purchase for those that do not have their own. Facemasks and other PPE will be added to the optional section of the school supply list. If these become required and mandatory items by the state and or public health then we will revisit this area and provide necessary equipment as needed.

Limit visitors. Parents/ caregivers will not be allowed in the building to pick up or drop off students. If entry is necessary, screening will be required before entry.

Student screening before entry by parents and also by school. We have purchased thermal thermometers. Staff will be screened upon entry and will be encouraged to use one entry point into the building.

Transportation- At home screening should be done before students are sent to school or enter school transportation. No cross town shuttles will run in fall and spring. Buses will be disinfected before the am/pm route time of use.

Continue to get guidance from state and public health.

The building and grounds director ensures supply of disinfected spray, wipes (or spray bottles and towels) for each room. Staff and students will be responsible for main cleaning of surfaces in classrooms. Custodial staff will follow up regular routine and additional steps. Full attention will be paid to high touch surfaces such as tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, water fountains, etc.

All steps will be taken to comply with social distance limits within all areas of school operations to the best of our ability. Students and staff will not be allowed to give hugs, etc.

Routines may have to be altered to minimize class to class exposure.

- May have to reduce numbers in buses which would lead to the possibility of A and B days.
- A designated isolation room will be established in each building. It should be close to the nurse's office.
- Possibility of eating lunch in the classroom or using both cafeterias to spread out.
- Increased opportunities for hand washing will be provided.

Staff- We will use normal sick leave procedures. If you are sick, stay home.

If staff have Covid we will follow state guidelines for leave and getting staff back to work. Same for students. We will want to minimize staff and student absences while keeping everyone else healthy and safe.

If a staff member or student would need to be quarantined, we would make arrangements for them to work and learn from home as their condition allows.

If an individual is in a high risk category we will do what is required to do for employment or required learning.

Iowa Academics Standards:

Consecutive grade level meetings were held allowing teachers to share what standards and benchmarks were not instructed during the continuous learning time from March 17 to May 22. In the upper grades electives and non-sequential courses become a bigger part of the curriculum and the crossover between courses is not as high. Therefore not as worrisome for those staff members.

It is our belief that teachers and staff will do what they do every year. They receive their students and as they teach they will assess where students are at. They will figure out how much students have lost and retained during the school closure and adjust instruction accordingly.

To maximize instructional time we will reduce the number of 2 hour early outs this year.

Teachers will work on identifying essential standards, with TLC support, during the school year to address any future closures. Elimination of some or all of educational opportunities that do not meet any required standard and benchmark may be necessary to close the gap this year.

TLC leadership will be the main resource for teachers to get help on how to narrow the scope of their classes. It will be imperative that screening, data collection and analysis is a focus of each teacher and building to track progress of all students. The TLC coaches will have to spend more time in this area rather than coaching strategies, technology, etc.

It may be necessary for teachers to be able to operate face to face and online simultaneously. We will consider how that will look in each classroom and if it is possible with current infrastructure and technology.

We have many avenues of communication set up from email, phone, alert system, Facebook, newspaper, radio, etc set up to continue to have good two way communication. All information will be complete and timely to all stakeholders about our plan for returning this fall. Any health concerns and information for the public will be addressed and decimated by our school nurse. Any issues and concerns with academic and learning needs will be communicated and addressed by the building principals.

We will stay on our original calendar with the exception of adjusting our 2 hour early out schedule for staff PD. If it becomes evident by the last midterm of the first semester we need more time, we will lengthen student hours at the end of first semester and add hours to the second if needed.

We will continue to take advantage of professional development through the AEA and state whether it be face to face or virtual. The focus will be online instruction, health and welfare and all other initiatives ongoing in the district.

All teachers will undergo Formative Assessment training through the AEA this school year for professional development. This will ideally provide a structure and support for staff to better assess the impact of standard acquisition, student learning, and effectiveness of instruction while using quality data to make proper instruction decisions that will impact student achievement in a positive way.

We will follow the mandates of the state for summative assessments. Analysis of this data will direct our instruction for the 2021-2022 year.

Our staff and students are familiar with certain online learning platforms which include but not limited to SeeSaw and Google Classroom. Due to this familiarity both staff and students are already aware of how to access instruction, and submit assignments. For staff and students who are new to the district, and any others needing a refresher, we will provide training and instruction in how to access online content.

Social-Emotional-Behavior Health:

As we always do we will use our staff, counselors, parents, community, religious leaders, student groups, and social workers to do our best to make sure our students and staff have the basic needs such as clothing, food, shelter, mental well-being, access to a nurse, and a safe environment. We may rely heavier on AEA and state resources if student needs rise. Further efforts will be made to follow up on students already identified as At-Risk and any potential situations that may put students in any At-Risk category, especially in the event that online learning continues. We will devote time at our back to school in service for social emotional learning in an online environment.

Equity:

Families were surveyed to determine availability to internet access and barriers to online instruction. Based on information received through that survey, we ensured that all families had online access and devices to learn online during the spring school closure.

We will work with current state guidelines to meet the learning and working needs of those families impacted by Covid and chronic conditions.

We will target as we always do those with special needs, at-risk and language barriers. If supplemental supports are needed, they will be implemented in a timely manner. Because we have developed multiple channels of communication for the delivery of instruction the providing of any new or additional distance learning should be as successful as it was this spring.

While we have ensured that all stakeholders have internet access we realize there may still be special situations in which that alone is not conducive to continuing educational opportunities. Individuals that need paper resources will be given the opportunity to receive and return those as needed.

If a special education student stays home/online, due to being in a required learning environment, all SDI work, progress monitoring and goal work would continue per the terms of the IEP. IEPs may need modification in certain circumstances based on what is available to the student at home. This would equally be applied to students in other special populations (i.e. ELL, 504, TAG, etc.)

We will use our translator to make any adjustments to communications needs. Our alert system has the ability to translate also. This can be done through a phone call, email, text and social media.

Teachers may have to be more open to late in the evening communications from parents and students.

Data Considerations:

Continuous evaluation of the Return to Learn plan will be completed by the district leadership team and may lead to realignment of resources and supports.